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DATED JANUARY 10, 2011

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DATED MAY 18, 2011

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DATED JANUARY 17, 2012



# Los Angeles County Office of Education

Leading Educators ▪ Supporting Students ▪ Serving Communities

January 10, 2011

Jon R. Gundry  
Interim Superintendent

Los Angeles County  
Board of Education

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
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To: Mayor Michael D. Antonovich  
Supervisor Gloria Molina  
Supervisor Mark Ridley-Thomas  
Supervisor Zev Yaroslavsky  
Supervisor Don Knabe

From: Jon R. Gundry   
Interim Superintendent

Subject: Responses to Juvenile Reentry in Los Angeles County:  
An Exploration of Strengths, Barriers and Policy Options

Since 2008, Dr. Bill Elkins, Director of Student Programs for LACOE, has worked closely with Probation and LAUSD to develop a model for students moving from camps to community. He was instrumental in developing the transition model that has been piloted at Camps Onizuka and Smith (formerly Camp Holton). The extensive protocol that has been implemented is a model that LACOE is committed to replicate in all of the camps (Attachment 1).

LACOE has recently employed transition counselors in each PAU using our Title I resources. The primary function of these counselors is to collaborate with Probation, parents and districts on the most appropriate educational placement for a student as they transition back into the community (Attachment 2).

The report states, "School transition: Many youth find it extraordinarily difficult to re-enroll in school, with schools literally turning them away. This is partly due to a lack of timely transfer of records and transcripts between LACOE and the local school districts when youth leave camp; without these transcripts, schools are reluctant to re-enroll youth." (Page 18)

**Response:** LACOE has taken a number of steps to ensure an accurate, current record of in progress and completed academic work when a student leaves camp. We have developed and deployed a new student information system that has a series of escalating notifications that ensure the electronic student academic progress record is current to within a week of when a student exits. We have also instituted an electronic records exchange with LAUSD that we will look to replicate with other districts this year.

The report states, "Many youth are not re-enrolled in school within, or even close to, the 48 hours that the Probation Department sets as a goal. The Probation Department needs to work with individual schools and LACOE to ensure the 48-hour timeline can be met."

HOW: "Generate a system to ensure LACOE supplies updated transcripts to schools *before the youth is released.*" (Page 32)

**Response:** First, it is important to note that verification of vaccination records and proof of residency are the only documents required for enrolling a student in a public school. Second, as a student leaves a camp to return to a school district, they leave with a current record of grades. This current record includes the courses attempted and the credits earned while the student was enrolled in the LACOE education program. An official transcript is available within 5 days, pending final grades being posted, for the receiving school and parent on request (Attachment 3).

The report states, "Between this lack of pre-planning, delay with transcripts, and schools turning them away, many youth are out of camp for days, and often weeks or even months, before they are re-enrolled in school. Given all these barriers, many of these juveniles turn instead to vocational or alternative school settings that often lack rigor or can be grounds for delinquency." (Page 19)

**Response:** As noted above, current grades are available when the student leaves and official transcripts within 5 days. Regarding alternative education, historically, LACOE has successfully provided a rigorous instructional program for students enrolled in the alternative educational programs that we operate. This program is standards based and offers a common instructional calendar and a common curriculum with the court schools to provide continuity for students leaving the LACOE camp program. LACOE strongly believes this program provides a viable option for students who have experienced adjustment challenges in a traditional comprehensive educational program. The LACOE programs also offer the student and family a transitional setting in which Probation can provide supervision, students can complete coursework and students can learn in a small school setting that can address individual student's needs. This will prepare a student for reentry into a comprehensive system or other alternative setting.

JRG/GR:sb  
Attachments

cc: Los Angeles County Board of Education  
Educational Deputies  
Justice Deputies  
William T. Fujioka, Chief Executive Officer  
Sachi A. Hamai, Executive Officer, Board of Supervisors  
Sylvia Drew Ivie, Chief of Staff  
Ed Maddox, Press Deputy  
Andrea Ordin, County Counsel  
Randi Tahara, Board Deputy

# Juvenile Camp-to-Community Transition Protocols (Camp Holton Pilot)

Days	Probation Camp & Aftercare Staff	DMH Camp Staff	LACOE Juvenile Court Schools	LAUSD Camp Returnee Program
- 90	1. Camp Director/secretary notifies Camp to Community Transition Program (CCTP) staff, Central Processing Team (CPT) and LACOE transition counselors of youth's anticipated release date.	1. DMH clinician (if applicable) confirms receipt of notification of youth's release date.	1. Transition Counselor (TC) confirms receipt of notification of youth's release date; TC Counselor notifies LAUSD, as appropriate.	1. Camp Returnee Program (CRP) office receives notification of release date for youth that reside in the LAUSD school district area.
- 85	2. Camp Deputy Probation Officer (DPO) schedules multi-disciplinary team (MDT) meeting to develop/finalize transition case plan. MDT includes youth, parent/caregiver (if available), LACOE TC, LAUSD CRP counselor (by phone or in person), and JCHS and DMH staff, as appropriate.	2. DMH clinician continues individual, family, and/or substance abuse counseling, as applicable.	2. TC generates a transition referral; reviews youth's educational plan and provides school re-entry counseling regarding (a) educational needs, (b) career/vocational goals, and (c) special circumstances.	2. Confirms with TC youth's eligibility to return to LAUSD and submit written request for student records. If youth was previously expelled from LAUSD, indicates the expiration date for the expulsion.
- 80	3. CCTP DPO conducts a home assessment to (a) confirm suitability for youth's return home and (b) make arrangements for parent education, as appropriate. CCTP DPO alerts MDT in cases of a negative home assessment.	3. DMH clinician assesses progress in individual, family, and/or substance abuse counseling, as applicable.	3. TC identifies tentative updates to youth's educational program, sends grades summary to CRP office, and requests Student File Center (SFC) to send other records.	3. Discusses the student's educational options with the LACOE Transition Counselor.
- 65	4. Camp DPO and CCTP DPO review existing case plan and updated assessments on the youth in preparation for the MDT meeting; update PCMS.	4. DMH clinician determines the need for DMH aftercare staff to participate in the MDT.	4. TC reviews existing camp plan, updated assessments on the youth and other information in preparation for MDT meeting; updates PCMS.	4. CRP counselor existing camp plan, updated assessments on the youth and other information in preparation for MDT.
- 60	5. MDT meets, reviews collective findings and recommendations for transition case plan; if appropriate, refers youth for enrollment in high-risk/high-needs (HR/HN) program to be served by school-based DPOs or CCTP DPOs.	5. DMH clinician and aftercare person (if applicable) participate in MDT meeting.	5. TC participates in MDT meeting.	5. Participates in MDT meeting, by videoconference, in person or by telephone.
- 45	6. Camp DPO completes transition case plan; provides case plan to DMH, LACOE, LAUSD, CCTP and CPT for review and concurrence.			6. Contacts school site administrator regarding youth returning to school.
- 30	7. Camp DPO works with aftercare DPO to finalize transition case plan and complete and submit transition court report.	6. DMH clinician reviews/concurs with transition case plan.	6. TC reviews/concurs with transition case plan and prepares student educational transition checklist and exit release packet.	7. Contacts parent/caregiver regarding school reenrollment process and requirements
Release	8. Camp DPO notifies aftercare DPO and CPT of youth's release.		7. TC provides exit release packet (including updated unofficial transcript) to student.	

## Juvenile Camp-to-Community Transition Protocols (Camp Holton Pilot)

Days	Probation Camp & Aftercare Staff	DMH Camp Staff	LACOE Juvenile Court Schools	LAUSD Camp Returnee Program
+ 1	9. CCTP DPO makes contact with youth to begin field supervision and referrals for community-based services.			
+ 2	10. Youth is enrolled in school. School-based DPO makes contact with youth to establish supervision and to begin referrals for community-based services.		8. TC assists with school enrollment when appropriate. LACOE SFC sends official transcript and student records to applicable school district. (must be done within 5 days)	8. Conducts student interview and review educational portion of transition case plan; assist student/family with enrollment; ensure that school district receives the official transcript and student records.
+ 15	11. Aftercare DPO completes/submits the 15-day post release court report.			9. Provides follow-up services to student/family as needed.
+ 16 to 30			9. TC conducts transition follow-up to (a) determine if youth is still enrolled, (b) identify transition services that have been provided, and (c) identify services needed by student/family, as appropriate.	
+ 31 to 90				
+ 91 to 120				
+ 121 to 180				

# Title I Transition Counselor Juvenile Court & Community Schools

## **SALARY**

\$53,196-\$80,196, according to most current LACOE Counselor salary schedule (2004-2005).

## **POSITION SUMMARY**

The Title I Transition Counselor will serve as an advocate for Juvenile Court and Community Schools students as they transition out from a court school program to either their school of residence, an institution of higher education, a vocational training program, the world of work, or the military. The Transition Counselor will provide guidance, support and resources for students transitioning from Juvenile Court and Community Schools to other school placements or places of employment. The counselor will develop and maintain a student referral system at school sites and communicate effectively with staff, parents, students and other district personnel regarding student's needs and progress. This position requires specialized subject matter expertise in career and guidance counseling that supports student achievement.

## **DUTIES and RESPONSIBILITIES**

- Meet with students to establish individual goals that will lead to students' successful transition from the institution back to the community
- Develop portfolios of student progress to monitor academic and behavioral gains
- Provide educational and vocational consultation and guidance for students during the transition from LACOE-JCCS institutions to the community
- Maintain contact with released or transferred minors through appropriate follow-up for a minimum of six months, and provide on-going support for students as they re-enter regular education settings
- Contact appropriate public and private agencies to facilitate the individual minor's educational and vocational plans
- Collaborate with probation department staff to address student educational and vocational planning needs.
- Maintain appropriate student records to document, evaluate and make recommendations regarding the effectiveness of the program
- Maintain program records including spreadsheets, program evaluations and state reports
- Serve as back-up for PAU School Counselor with regards to course/credit evaluations
- Participate in appropriate committee meetings and attend Title I in-service and professional growth workshops
- Serve as Alternate GED Examiner
- Perform related duties as assigned

## **QUALIFICATIONS**

Knowledge of:

- Techniques, strategies, and resources in planning and implementing a comprehensive vocational and career counseling program.
- Postsecondary education opportunities
- Progressive counseling and guidance techniques and methodology.
- Community resources for referrals.



**EXPERIENCE and EDUCATION**

- Significant, directly related, and progressive experience as a counselor, including educational and career counseling. Demonstrated knowledge and experience with programs designed to improve educational opportunities for at risk students.
  - Equivalent to a master's degree in counseling or a closely related field from an institution of higher learning accredited by one of the six regional accreditation associations as recognized by the Council on Postsecondary Accreditation.
  - Must possess a valid California Pupil Personnel Services credential.
  - Must also submit 3 current (within 1 year) letters of reference from administrators/supervisors.
- Successful experience working with at-risk or delinquent youth is preferred.

**CONDITIONS OF EMPLOYMENT**

Must possess a private vehicle, valid California's driver's license and carry current automobile insurance with at least the minimum coverage for public liability and property damage.

**WORK YEAR**

Twelve (12) month duty year, 244 work days, including 24 days of paid vacation accrued at the rate of two (2) days per month of service


**LACOE Educational Programs**  
**Grade Report**

Report Date: 1/7/2011

Selection : 1/6/2011 - 1/6/2011 - Central Juvenile  
Hall School

Section Option : Open and Closed Sections

<b>Student</b>	<b>DOB</b>	<b>G/A</b>	<b>G/C</b>	<b>Start Date</b>	<b>SpEd</b>	<b>Site Name</b>
Central Juvenile Hall School			10	1/6/2011	N	Central Juvenile Hall School

<b>Parent or Guardian</b>	<b>Guardian Address</b>
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<b>Guardian Name</b>
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**COURSE:**

Course Name	Section Start Date	G	Hr
*Algebra 1A	10/4/2010	D	44
*Earth Science A	10/4/2010	D	44
*English 9A	10/4/2010	C	44
*High School Health A	10/4/2010	C	44
*Physical Ed CRS 1A	10/4/2010	C	32
*U.S. History A	10/4/2010	C	44

\* = Course In Progress

**CAHSEE:**

Math Date	Math P	SS	ELA Date	ELA P	SS
3/17/2009	P	356	3/17/2009	P	378

**STAR ADVANTAGE:**

Test Date	Test Site	RDG GE	RDG SS	Math GE	Math SS
10/8/2010	Los Padrios Juvenile Hall School	6.7	737	8.3	806
7/27/2009	Challenger McNair Camp School	6.3	680	7.1	774
3/2/2009	Challenger McNair Camp School	6.8	0		767
4/24/2008	Los Padrios Juvenile Hall School	6.6	0		742
1/4/2008	Challenger Camp School	7.9	0		794
10/30/2007	Los Padrios Juvenile Hall School	3.2	0		531

**CELDT:**





# LACOE Educational Programs Grade Report

Report Date: 1/7/2011

Selection : 1/6/2011 - 1/6/2011 - Central Juvenile  
Hall School

Section Option : Open and Closed Sections

Prim Lang	Eng. Prof	Verified by.	Verified by Other	DOR	EL Date Enr	Yr In US Sch.	Country of Birth
English	1 - English Only	[ ] S [ ] P [ ] IEP [ X ] O	par	EO			UNITED STATES
CELDT Dt	Overall Scr	Assmnt Type	Overall Plcmnt	Prog. Serv	Prog. Sett	RFEP Date	
10/8/2010		Annual Assessment		None	Other		



Education Programs  
TRANSCRIPT OF RECORD

NAME OF STUDENT (LAST, FIRST, MI)	SEX	BIRTHDATE	STUDENT'S I.D. NUMBER	AKA	AKA DOB
Living with Status Unknown	M				
HOME TELEPHONE NUMBER	PLACE OF BIRTH (CITY AND STATE)	TOTAL HIGH SCHOOL CREDITS			
	LOS ANGELES,	69			
Education Programs Enrollment Record			METHOD OF VERIFICATION FOR GRADE LEVEL		GRADE LEVEL
NAME OF SCHOOL	DATE ENTERED	DATE LEFT	<input type="checkbox"/> BIRTH CERT. <input type="checkbox"/> TRANSCRIPT <input type="checkbox"/> PLACED BY AGE		NOT VERIFIED <input checked="" type="checkbox"/>
LACOE Educational Programs	3/7/2007	6/13/2007	Name Of School Requesting Transcript		Date Sent
LACOE Educational Programs	10/30/2007	2/12/2008			
LACOE Educational Programs	4/14/2008	4/30/2008			
LACOE Educational Programs	2/19/2009	8/27/2009			
LACOE Educational Programs	12/14/2009	1/21/2010			
LACOE Educational Programs	4/20/2010	7/28/2010			
LACOE Educational Programs	10/4/2010		CAHSEE RESULTS	DATE: ELA: 3/17/2009 M: 3/17/2009	STATUS: ELA: P M: P
LACOE Educational Programs	1/6/2011	1/6/2011			SCALE SCORES: ELA: 378 M: 356

GRADE LEVEL: 9 / ACADEMIC YEAR: 2007-2008

Semester 2	M	HR	CRED	Summer	M	HR	CRED
Algebra IB	D	61	3	Algebra IA	F	5	0
English Lang. Arts 8B	D	61	0	Earth Science A	D	5	0
Mathematics Basics 8B	D	61	0	English 9A	D	5	0
Physical Education 8B	C	61	0	High School Health A	C	4	0
Reading Basics 8B	C	61	0	Modern World History A	C	6	0
U.S. History 8B	C	61	0	Physical Ed CRS 1A	D	5	0
SEMESTER CREDITS: 3				YEAR TOTAL: 3	SEMESTER CREDITS: 0		

GRADE LEVEL: 10 / ACADEMIC YEAR: 2008-2009

Semester 2	M	HR	CRED	Summer	M	HR	CRED
Algebra IB	D	80	5	Algebra IA	C	34	2
Earth Science B	B	80	5	Earth Science A	B	34	2
English 10B	C	80	5	English 9A	D	32	2
Math Basics F	C	80	5	High School Health A	C	33	2
Modern World History B	C	80	5	Physical Ed CRS 1A	C	32	2
Reading Basics A	C	80	5	Reading Basics A	C	32	2
SEMESTER CREDITS: 30				YEAR TOTAL: 42	SEMESTER CREDITS: 12		

GRADE LEVEL: 11 / ACADEMIC YEAR: 2009-2010

Semester 2	M	HR	CRED	Summer	M	HR	CRED
Biology A	C	4	0	Biology A	C	42	2
English 11A	C	4	0	English 11A	C	41	2
Geometry A	C	4	0	Geometry A	C	42	2
Physical Ed CRS 1B	C	4	0	Math Basics F	C	15	0
Reading Basics B	C	4	0	Physical Ed CRS 1B	C	37	2
U.S. History A	C	4	0	Reading Basics B	C	33	2
				U.S. History A	C	41	2
SEMESTER CREDITS: 0				YEAR TOTAL: 12	SEMESTER CREDITS: 12		

GRADE LEVEL: 12 / ACADEMIC YEAR: 2010-2011

Semester 1	M	HR	CRED	Semester 2	M	HR	CRED
Math Basics G	C	9	0	Algebra IA	D	44	2
Physical Ed CRS 1A	F	2	0	Algebra IA	C	11	0
				Earth Science A	D	44	2
				Earth Science A	C	11	0
				English 9A	C	44	2
				English 9A	C	11	0
				High School Health A	C	44	2
				High School Health A	D	11	0
				Physical Ed CRS 1A	C	32	2
				Physical Ed CRS 1A	F	2	0
				Strategic ELA Support 12A	C	3	0
				U.S. History A	C	44	2
				U.S. History A	C	11	0
SEMESTER CREDITS: 0				YEAR TOTAL: 12	SEMESTER CREDITS: 12		

School and course names in italics indicate non-LACOE schools and courses taken at non-LACOE schools

I Certify That The Above Information Is Correct	SIGNATURE OF PRINCIPAL	DATE SIGNED	DATE CERTIFICATE ISSUED
NAME AND ADDRESS OF SCHOOL: Central Juvenile Hall School			



# County of Los Angeles CHIEF EXECUTIVE OFFICE

Kenneth Hahn Hall of Administration  
500 West Temple Street, Room 713, Los Angeles, California 90012  
(213) 974-1101  
<http://ceo.lacounty.gov>

WILLIAM T FUJIOKA  
Chief Executive Officer

May 18, 2011

To: Mayor Michael D. Antonovich  
Supervisor Gloria Molina  
Supervisor Mark Ridley-Thomas  
Supervisor Zev Yaroslavsky  
Supervisor Don Knabe

From: William T Fujioka  
Chief Executive Officer

A handwritten signature in black ink, appearing to be "W. T. Fujioka", is written over the printed name and title.

Board of Supervisors  
GLORIA MOLINA  
First District

MARK RIDLEY-THOMAS  
Second District

ZEV YAROSLAVSKY  
Third District

DON KNABE  
Fourth District

MICHAEL D. ANTONOVICH  
Fifth District

## **HARVARD AND UCLA STUDIES ON JUVENILE AND YOUNG ADULT REENTRY FROM PROBATION (ITEM 8, AGENDA OF DECEMBER 14, 2010)**

On December 14, 2010, your Board adopted Supervisor Ridley-Thomas' revised motion to have the Board direct the Chief Executive Officer to review the reentry report entitled *Juvenile Reentry in Los Angeles County: An Exploration of the Strengths, Barriers and Policy Options* (referred to as Harvard) and ensure that its recommendations, as deemed appropriate, are incorporated into the Department of Community and Senior Services' (CSS) report (referred to as UCLA) recently commissioned using the Youth Offender Reentry Planning Grant received from the United States Department of Labor (DOL).

The assessments and recommendations within the Harvard and UCLA reports are relatively comparable, with distinctions primarily limited to the operational versus global perspectives. The Harvard report focuses exclusively on juvenile probationers (age 17 and younger) and their reentry challenges, while the UCLA report includes juveniles through young adults (age 14-25). In addition to assessing the current state of juvenile and young adult reentry to society after serving a period of incarceration, the UCLA report is designed as a "blueprint" that identifies the basic elements needed for a successful and comprehensive reentry system.

It should be noted that implementation of some of the Harvard and UCLA recommendations will need further evaluation to determine feasibility for local adoption, given the size and diversity of minors and the community, enhanced/expanded services, and/or altogether new capabilities that will require additional resources and funding (e.g. collect data and analyze systems, community-based mentor/case managers, restorative justice programs, etc.).

*"To Enrich Lives through Effective and Caring Service"*

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## **COMPARISON OF THE HARVARD AND UCLA STUDIES**

For the purpose of this report, the analysis will be focused on juvenile reentry from the Probation camps.

The Harvard and UCLA researchers have independently assessed the current juvenile reentry system. The Harvard study focused primarily on Probation operations. The UCLA study was more conceptual, looking at how existing systems and community linkages align with the DOL grant's six recommended strategies for reentry: 1) case management, 2) education, 3) employment, 4) mentoring, 5) area-wide efforts to reduce crime and violence, and 6) restorative justice. While each study took different approaches, the final recommendations in both studies shared the common foundations for the successful reentry of juveniles.

The following analysis of the two studies begins with identifying Harvard's ten specific operational recommendations and is followed by reconciliation with the comparable UCLA recommendations:

### **Assessment and Planning**

Harvard	Build up pre-release planning through expansion of the multi-disciplinary team pilot program.
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UCLA	The study concurs that pre-release planning should begin at camp intake with assessments of the minor's risks, needs, and strengths using validated instruments that formulate individualized treatment plans. A cross-systems assessment meeting should also be conducted 30-90 days prior to release, so the recommended reentry plan is discussed with the minor and input is obtained from the parent/guardian and both the camp and field Probation Officers.
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It should be noted that underlying both studies is the fundamental concept that outcomes are improved with the early and active participation of the parent/guardian in the reentry process. In addition, integration of community-based organizations (CBO) at the start of the reentry process by providing support to the minor/family during incarceration, through camp to community transition, and continuing after the probation term is completed, is essential to providing continuity.

### **Focus on Transition and Individualized Aftercare Programming**

Harvard      Incorporate step-down features into the transition, easing youth into the change.

Establish an accountability system for youth with graduated rewards and sanctions.

UCLA      Developing the minor's sense of personal accountability is also incorporated within the UCLA recommendation to design programs that facilitate the minor's gradual transition from the highly supervised Probation camp environment to their return to the community. Examples of best practices that were cited include providing minors with incentives such as Probation camp privileges, conditional home visits during incarceration, and participation in restorative justice/community service programs upon release, which may also serve to develop their employment skills. The study also recommended that Probation work with a community-based mentor/case manager to monitor the minor's readjustment back into the community, with the objective of gradually decreasing the level of supervision over time and connect with pro-social activities, community networks, and opportunities for career development and work experience.

Harvard      Implement strategies to minimize education and mental health disruptions in transition.

UCLA      Consistency in educational, vocational, and rehabilitative services during incarceration was also identified by UCLA researchers. Academic services should be geared toward obtaining a high school diploma or General Equivalency Diploma. Prior to release, Probation and the Los Angeles County Office of Education should facilitate the minor's immediate enrollment in an appropriate and safe school placement, including providing school transcripts and ensuring the minor receives credit for any coursework that was completed during incarceration. Again, the study recommends that Probation engage a community-based mentor/case manager to support the minor and family in furthering educational/vocational goals and connecting to community resources for basic needs (i.e. housing, health insurance) and treatment services (i.e. medication, mental health services, substance abuse counseling).

### **Inter-agency Coordination**

- |         |   |
|---------|---|
| Harvard | Build a comprehensive County-run strategy to address gang intervention and prevention.  |
| UCLA    | The study acknowledged there are a number of current collaborative efforts to reduce crime and violence; however, a more comprehensive structured effort is required given the size and complexity of Los Angeles County. This regional governing body would require a more integrated long-term partnership between the County, other local government agencies, faith-based organizations, and CBOs.  |
| Harvard | Compile and centralize information on reentry programs, research, and best practices.   |
| UCLA    | A centralized repository of government and community-based reentry services is recommended, that would include data mapping to target geographic areas with the greatest need for reentry services. This would allow for improved collaboration, minimize redundancy, and provide the opportunity to leverage resources (i.e. government and foundation funds) toward the effective programs. In turn, instruments and processes would be needed to evaluate and prioritize programs. Similar to the gang intervention and prevention strategy, a regional governing body would need to be established to set evaluation standards and monitor the coordination of existing services. |

### **Implementation and Evaluation**

- |         |   |
|---------|---|
| Harvard | Use the Systems Opportunity Review Team pilot to test how different County agencies can share information regarding the same youth.<br><br>Closely examine and consider replicating promising Los Angeles reentry programs such as the Day Reporting Center, Long Beach Reentry, and New Roads. |
| UCLA    | A number of the same local model programs were identified in the UCLA study with the recommendation to expand and build upon those programs.  |



- Harvard      Enforce consistent implementation of current protocol.
- UCLA          In addition to using validated individual assessment and treatment plans, there should be uniform case management standards and expectations of each Probation Officer with respect to the level of engagement with the minor and family.
- Harvard      Improve data collection and analysis capabilities of the Probation Department.
- UCLA          Data collection, analysis, and reporting of program outcomes, including basic recidivism statistics, were identified as major obstacles in assessing the effectiveness of programs and understanding the scope of issues facing minors upon reentry. Probation is recommended to improve its data collection with the objective of building benchmarks that will be used to measure efficacy and how individuals move through Probation's system. In addition, improved information sharing on reentry and crime reduction efforts would provide the needed transparency that would help build trust between law enforcement and the community. Collaboration with academic institutions would also provide independent and objective analysis.

### **BLUEPRINT NEXT STEPS**

As mentioned, the UCLA study was designed as a blueprint that identifies the basic steps needed to implement a comprehensive reentry system:

- STEP ONE:**      Implement a community engagement process to review and comment on the current blueprint. (CSS has convened five summits with key stakeholders.)
- STEP TWO:**      Attain formal policy-level support for the blueprint from the Board of Supervisors and relevant public agencies to authorize its implementation. (CSS is preparing a memo for your Board.)
- STEP THREE:**    Solidify the key partners that will implement and sustain the blueprint via the sixth summit. (Held on February 16, 2011.)
- STEP FOUR:**     Determine an organizational "home" for the reentry-coordinating group so that fiscal and legal requirements and initial funding can be secured.

**STEP FIVE:** Build ongoing benchmarks for data collection and evaluation into the plan and continue to monitor implementation.

**STEP SIX:** Institutionalize these practices and policies for long-term sustainability.

The CEO and Probation have met to discuss both reports and their corresponding recommendations, with CSS serving as an advisor. We agree with the assessment that in order to move forward a governing body is needed to provide leadership and coordination, as mentioned in step four, before any progress can be made in developing an integrated and comprehensive County-wide reentry system involving both government and community providers.

One of our initial steps will be to review existing programs and resources by engaging the Courts and key County agencies involved with juvenile reentry. The review will include such programs as the Los Angeles County Regional Gang Violence Reduction Initiative that contains a reentry component. Following this, we will begin inviting members of the community to directly participate in coordinating this collaborative cross-agency initiative. We are cognizant of the diverse interests among government agencies and community providers, and that the governing body must be designed with the clear intent of rehabilitating juveniles and young adults and directing them on a path towards a positive future.

With respect to steps five and six, Probation has initiated implementation of a comprehensive treatment model predicated on evidence-based practices within Probations' facilities and continuing into the community.

During the course of the next few months, we will continue working internally with County departments and the Courts, and subsequently include our community partners. We will provide your Board with a report on our progress within 120 days. Should you have questions, please do not hesitate to contact me or your staff may contact Deputy Chief Executive Officer Jacqueline A. White, Public Safety, at (213) 893-2374.

WTF:JAW:DT:llm

- c. Executive Office, Board of Supervisors
  - County Counsel
  - Community and Senior Services
  - Office of Education
  - Mental Health
  - Probation
  - Superior Court



**JERRY E. POWERS**  
Chief Probation Officer

## **COUNTY OF LOS ANGELES PROBATION DEPARTMENT**

9150 EAST IMPERIAL HIGHWAY – DOWNEY, CALIFORNIA 90242  
(562) 940-2501



January 17, 2012

To: Chairman Zev Yaroslavsky  
Supervisor Gloria Molina  
Supervisor Mark Ridley- Thomas  
Supervisor Don Knabe  
Supervisor Michael D. Antonovich

From: Jerry E. Powers  
Chief Probation Officer

J.E.P.

Subject: **HARVARD AND UCLA STUDIES ON JUVENILE AND YOUNG ADULT  
REENTRY – FINAL PROGRESS REPORT (ITEM 8, AGENDA OF  
DECEMBER 14, 2010)**

### **Background**

On December 14, 2010, your Board adopted Supervisor Ridley-Thomas' revised motion to have the Chief Executive Office (CEO) review the reentry report entitled "Juvenile Reentry in Los Angeles County: An Exploration of the Strengths, Barriers and Policy Options" (referred to as the Harvard report), and ensure that its recommendations, as deemed appropriate, were incorporated into the Department of Community and Senior Services report (referred to as the UCLA report) commissioned using the Youth Offender Reentry Planning Grant received from the United States Department of Labor.

On May 18, 2011 the CEO provided your Board with a report on the completed review of both reports which independently assessed the current juvenile reentry system from the Probation Camps. This report provides an update on the proactive measures the Probation Department and our partners have taken since May 18, 2011 to further this process.

### **Creation of a Countywide Re-entry Council**

In order to move forward, a governing body or Council has been formed to provide leadership and coordination to juvenile re-entry efforts. Previously, juvenile re-entry progress was monitored through two independent programs, the Camp-to-Community

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Transition Task Force and by the System Opportunity Review Team (SORT) which is a component of the Countywide Gang Violence Reduction Initiative (CGVRI). The Camp-to Community Transition Task Force, convened by a Los Angeles Superior Court Judge, concentrated efforts on the development and use of case plans to engage with youth during camp stay and through their transition back into the community. SORT has proved instrumental in identifying systemic issues common to all four CGVRI demonstration sites and resolving them quickly.

While the Camp-to-Community Transition Task Force and the CGVRI are similar in nature, they had remained largely separate efforts. Given the similarity in scope and the overlap in populations, the administrative and functional oversight has been merged into one body, the new Los Angeles County Juvenile Reentry Council (Council) responsible for juvenile re-entry issues Countywide. The Council is convened as an advisory body to departments responsible for juvenile reentry efforts and also serves as a forum for dialogue between those agencies and the larger re-entry community comprised of parents, school districts, community organizations and advocacy groups. The Council:

- Meets every fourth month with the intent of influencing policy development by ensuring that departments receive ongoing feedback from the re-entry community;
- Has two subcommittees designed to review specific reentry operational efforts and client-specific cases for accuracy and accountability; and
- Is Chaired by a Los Angeles Superior Court Judge and is comprised of both governmental and non-governmental stakeholders.

On Tuesday, November 15, 2011, the Council convened its inaugural meeting and discussed the governing body's purpose, expectations, structure and initial goals/measures. Prior to this meeting, the Council's Chair met with community stakeholders to personally brief them on the Council and to request support and involvement.

Staff from Probation and the CEO's Service Integration Branch worked collaboratively with the Council's Chair to develop reports that will be provided to the Council for their assessment of the County's re-entry efforts. To ensure that the Council is provided with thorough and useful information, Probation, CEO and the Chair are drafting benchmarks for data collection and re-entry evaluation. Additionally, Probation and CEO have partnered with the Department of Public Health to assist with and enhance the data collection provided to and utilized by the Council.



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### **Conclusion**

Unless otherwise instructed, this will be our final progress report on the response to the Harvard and UCLA Studies on juvenile re-entry. We will continue to collaborate with the Council and respond to issues through our work with our system and community partners.

Please contact me if you have any questions or need additional information, or your staff may contact Sharon Harada, Deputy Chief, Juvenile Field/Juvenile Special Services, at (562) 940-2506 or via e-mail at [sharon.harada@probation.lacounty.gov](mailto:sharon.harada@probation.lacounty.gov).

JEP:SH:dp

- c: Honorable Michael Nash, Presiding Judge of the Juvenile Court
- William T Fujioka, Chief Executive Officer
- Sachi A. Hamai, Executive Officer, Board of Supervisors
- Andrea Sheridan Ordin, County Counsel
- Brence Culp, Chief Deputy Chief Executive Officer
- Georgia Mattera, Public Safety Cluster, CEO
- Justice Deputies